

Teacher: Amanda Swiatek **Grade Level:** 10th Grade
Theme or Topic: Figurative Language

No. of Students: 31
Subject Area: English/73min period

Levels of ELP in the Class: Student levels span developing, expanding, bridging and reaching in WIDA terms.

Illinois Learning Standards:

Reading Standard 4 .Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

Language Standard 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.

(WIDA) Illinois ELP Standards: Language Arts

Big Idea / Essential Understanding:

1. Authors use figurative language to describe a concept or idea by comparing it to something else.
2. Figurative language is used in writing to enhance description.

Content Objectives: Students will be able to...

Define different types of figurative language.
Identify different types of figurative language in popular song lyrics.
Identify figurative language through children's literature.
Compose a written piece using figurative language.

Language Objectives: Students will be able to...

Identify types of figurative language from oral and written discourse with a partner.
Reflect on use of figurative language through checklist and share/check with a partner.
Apply descriptions using figurative language to visual representations / images.
Create examples of figurative language.

Key Content Vocabulary:

Figurative Language – Describing something by comparing it to something else; goes beyond literal meaning for new ideas or insights on subject.

Simile – Direct comparison between two unlike things, using like and as.

Metaphor – Implied comparison between two unlike things – sometimes using a form of a being verb.

Alliteration – Repeated consonant sounds occurring at the beginning of words or within words.

Onomatopoeia – Words to mimic sounds, appeal to sense of hearing and bring description to life.

Personification – Gives qualities of a person to an animal, an object, or an idea.

Hyperbole – Exaggerated statement used to heighten effect, emphasize a point.

Important Other Vocabulary:

Graphic Organizer, Cooperative Learning, Cooperative Learning Roles, Modeling, Compose, Genre

Preview Phase (Introduction)

Part I: Procedure to Hook Students

Materials: Lyrics of students' favorite songs, highlighters, loose-leaf paper

Specific Content Objective: Students will be able to identify lyrics that are descriptive/describe something/making comparisons

Procedure: Students bring in lyrics to two of their favorite songs. Teacher models activity for students: read through the lyrics that are familiar with a partner looking for any lines in which the artist describes a noun (a person, place, thing or idea). Student's highlight the lyrics they

find. Students then discuss the descriptions with their partners. Teacher is actively observing what students are highlighting and discussing.

Group Configuration: Students are paired based on the seating arrangement which is based heterogeneously L-M, M-H.

Differentiated Language Objectives

Developing and Expanding: Identify evidence of description and comparison

Student Says: The artist/singer describes or compares _____ to _____ in the song _____.

Bridging and Above: Identify evidence of description and comparison, as well as explanation of description and comparison.

Student Says: The artist/singer describes or compares _____ to _____ in the song _____. He/She used this description or comparison to show _____.

Part II: Procedure to Prepare Students for the Big Ideas / Understandings and Most Important Concepts

Materials: PowerPoint (attached) with sound clips and written lyrics, graphic organizer (students needing modifications are half filled in),

Specific Content Objective: Students will be able to organize notes and information regarding figurative language into given graphic organizer.

Procedure: Students are given graphic organizer, term appears first. Students share any knowledge they have of the term, definition appears on PowerPoint, students record definition in appropriate column. 2 examples of lyrics to popular songs show on the same slide with the example of figurative language highlighted and the sound clip of the song plays. Students choose the example they like the best and write it down in the appropriate column. In the last column each student then draws an image to represent the example from the lyrics they chose to write down. In an exit slip, Students choose one type of figurative language they learned about and

A. Compare it to another one saying "A _____ is used when you want to _____, while _____ is used when you want to _____." Challenge B. Provide an explanation of an example used with one of the types of figurative language.

Group Configuration: This is a whole class activity with students participating when they recognize a term or example.

Specific Language Objectives

Developing and Expanding: Compare types of figurative language using a partially filled in graphic organizer column chart.

Bridging and Above: Expand on the examples of figurative language and their definitions using a graphic organizer column chart.

Focused Learning Phase – Progressing in difficulty from identification towards creation/application

Learning Activity 1

Materials: 3 copies of 10 different song lyrics that have multiple examples of different types of figurative language in them, graphic organizer

Specific Content Objective:

Procedure: Activity is modeled exactly the way it is mentioned here to students before they begin the activity. Students are assigned two types of figurative language that they are to look for within the songs. Each group receives a set of song lyrics (each student gets their own copy of the song). Students work together to identify different types of figurative language within the song. When a student fulfills his or her role by identifying a type of figurative language, he or she mentions it to the group and they each record the example on their own handout. Students have 15 minutes the first time around to identify the different types of figurative language. Three types of figurative language per song are required, additional examples found are extra credit. Once the timer dings, students put their song lyrics into a pile and pass them clockwise to the next group. Each group now has a new set of

lyrics to explore and investigate. The timer is set for 15 minutes the first two times, each subsequent time the timer is set for 12 minutes. If a group finishes with a song early they are to try the challenge, which is to explain the use of figurative language on the back of the handout.

Grouping Configuration: Groups are determined heterogeneously based on pretest scores, a H, M, L in each group. Students are assigned the two types of figurative language based on difficulty (L-simile and onomatopoeia, M – alliteration and hyperbole, L – metaphor and personification)

Specific Language Objective

Developing and Expanding: Students will be able to identify types of figurative language with partners within lyrics.

Bridging and Above: Students will be able to match examples of figurative language to the intended meaning of the lyric.

Learning Activity 2

Materials: Various children's picture books recommended by Smekens for teaching figurative language, constructed response handout

Specific Content Objective: Students will be able to identify figurative language through children's literature.

Procedure: Activity is modeled for student just as it is written here. Teacher uses group members who always need further explanation of process or who tend to be a distraction/disruption. Oldest student in each group starts with the children's book. They begin reading it aloud, holding the book so that the other students can see the pictures and the words. Once the oldest student has read two or so pages, the group stops and discusses any examples of figurative language they have found. After recording their findings, the children's book is then passed on to the next group member, who reads two or so more pages and the process continues until the children's book is complete. If a group finishes early they are to complete the challenge, which is to discuss and record the importance and role of the figurative language in the children's stories. Then, compare their answers to the importance and role of figurative language in lyrics. At the end of the lesson, students will complete an exit slip ranking their own understanding of figurative language on a scale. Students will write down 1 if they do not feel like they have an understanding of identifying figurative language and a 5 if they completely understand it.

Grouping Configuration: Students are divided into predetermined groups homogeneously based on reading level. The more challenging children's books are given to the more advanced group, where the more simplistic children's books are given to the groups that struggle more with reading, inconspicuously.

Specific Language Objective

Developing and Expanding: Students will be able to identify examples of figurative language in children's literature using a graphic organizer when needed.

Bridging and Above: Students will be able to identify and evaluate the use of figurative language within children's stories.

Learning Activity 3

Materials: paper, possible graphic organizer with definitions and examples of figurative language

Specific Content Objective: Students will be able to compose a written piece using figurative language as a small group

Procedure: This exact process is modeled for the class with two students included in the teacher's group (the two student's chosen are those who struggle the most with directions or that cause the most disruptions/distractions). As a group, students agree on a type of genre – song, poem or story. They then choose an image between the two that are projected onto the screen. Each student is then assigned 2 types of figurative language. Each student writes two sentences, one for each of the types of figurative language they were assigned based on the image provided. The groups then combine all 6 of the sentences to create a poem, song lyrics, or story. If they write a poem or song, they must write 12 lines; if they write a story it must be 12 sentences. Constant teacher monitoring and guidance is mandatory. A handout is provided outlining the process and gives space for students to record their own sentences using the figurative language they were assigned. Each student is responsible for filling out their own handout as well as recording the song, poem or story.

Grouping Configuration: Groups of 3 are predetermined based on their pretest scores heterogeneously, L-M, M-H

Specific Language Objective

Developing and Expanding: Students will be able to reflect on and integrate newly acquired knowledge with partners

Bridging and Above: Students will be able to expand written language through integration of figurative language

Part IV: Application Phase (Conclusion)

Materials: paper, possible graphic organizer with definitions and examples of figurative language

Content Objective: Students will be able to compose a written piece using figurative language independently

Procedure: Having previously witnessed the modeling of this activity as well as performed the activity in a group, students will be expected to complete the same activity independently. Teacher will be monitoring and available for questions and guidance. The student chooses a genre – song, poem or story. They then choose an image when given two new ones to choose from. As a class we share ideas about what is going on in the pictures, what one character might be doing or thinking, what happened right before and right after the picture was taken. These ideas are written on the board. Students are required to integrate any 4 of the 6 types of figurative language into their written piece based on the image that was chosen.

Grouping Configuration: Students will complete this phase independently. They were informed previously that the activity they completed with a group will serve as their assessment individually.

Specific Language Objective

Developing and Expanding: Students will be able to apply descriptions using figurative language to visual representations / images.

Bridging and Above: Students will be able to expand written language through integration of figurative language.

Assessment: The above application phase is used as a subjective assessment to determine students' understanding of figurative language enough to create their own. A rubric including requirements of length and appropriateness of a variety of examples of figurative language is included. Additionally, students will be taking a post test on the definitions of the different types of figurative language to assess their progress objectively. The post test is the exact same as the pre-test.

Name: _____ Date: _____ Period: _____

Figurative Language Pre-Test

Directions: Match the following terms with their definitions on the right by writing the letter of the definition on the line. Provide as many examples (Ex.) as possible.

1. _____ Alliteration

Ex.

2. _____ Simile

Ex.

3. _____ Figurative Language

Ex.

4. _____ Metaphor

Ex.

5. _____ Onomatopoeia

Ex.

6. _____ Personification

Ex.

7. _____ Hyperbole

Ex.

A. Describing something by comparing it to something else, goes beyond literal meaning for new ideas or insights on subject.

B. Direct comparison between two unlike things, using like and as.

C. Implied comparison between two unlike things – sometimes using a form of a being verb.

D. Repeated consonant sounds occurring at the beginning of words or within words.

E. Gives qualities of a person to an animal, an object, or an idea.

F. Words to mimic sounds, appeal to sense of hearing and bring description to life.

G. Exaggerated statement used to heighten effect, emphasize a point.

Dynamite – Tao Cruz Lyrics

I throw my hands up in the air sometimes
Saying AYO!
Gotta let go!
I wanna celebrate and live my life
Saying AYO!
Baby, let's go!

I came to dance, dance, dance, dance
I hit the floor
'Cause that's my, plans, plans, plans, plans
I'm wearing all my favorite
Brands, brands, brands, brands
Give me space for both my hands, hands, hands, hands
Ye, ye
Cause it goes on and on and on
And it goes on and on and on
Yeah!

I throw my hands up in the air sometimes
Saying AYO!
Gotta let go!
I wanna celebrate and live my life
Saying AYO!
Baby, let's go!

'Cause we gon' rock this club
We gon' go all night
We gon' light it up
Like it's dynamite!
'Cause I told you once
Now I told you twice
We gon' light it up
Like it's dynamite!

Remedy (I Won't Worry) – Jason Mraz Lyrics

well i saw fireworks from the freeway, and behind closed ey
Cause you were born on the fourth of July, freedom ring
now something on the surface it stings
that something on the surface it kind of makes me nervous who says that you deserve this
and what kind of god would serve this? We will cure this dirty old disease
if you've got the poison I've got the remedy

the remedy is the experience. It is a dangerous liaison
I say the comedy is that its serious. Which is a strange enough new play on words
I say the tragedy is how youre gonna spend the rest of your nights with the light on
So shine the light on all of your friends because it all amounts to nothing in the end.

I wont worry my life away.
I wont worry my life away.

I heard two men talking on the radio in a cross fire kind of new reality show
Uncovering the ways to plan the next big attack
they were counting down the days to stab the brother in the be right back after this
the unavoidable kiss, where the minty fresh death breath is sure to outlast his catastrophe
dance with me, because if you've got the poison, I've got the remedy

the remedy is the experience. It is a dangerous liaison
I say the comedy is that its serious. Which is a strange enough new play on words
I say the tragedy is how youre gonna spend the rest of your nights with the light on
So shine the light on all of your friends because it all amounts to nothing in the end.

I wont worry my life away.
I wont worry my life away.

When I fall in love I take my time
There's no need to hurry when I'm making up my mind
You can turn off the sun but I'm still gonna shine and I'll tell you why
Because

the remedy is the experience. It is a dangerous liaison
I say the comedy is that its serious. Which is a strange enough new play on words
I say the tragedy is how you're gonna spend the rest of your nights with the light on
So shine the light on all of your friends because it all amounts to nothing in the end.

I wont worry my life away.
I wont worry my life away.
I wont and I wont and I wont *[etc.]*

Lost (Remix ft. Jay-Z) Lyrics

Just because I'm losing
Doesn't mean I'm lost!
Doesn't mean I'll stop
Doesn't mean I'm across

Just because I'm hurting
Doesn't mean I'm hurt
Doesn't mean I don't get what I deserved
No better and no worse

I just got lost
Every river that I tried to cross
Every door I ever tried was locked
Oh and I'm just waiting 'til the shine wears off

You might be a big fish
In a little pond
Doesn't mean you've won
'Cause a long may come
A bigger one

And you'll be lost
Every river that you tried to cross
Every gun you ever held went off
Oh and I'm just waiting until the firing stopped
Oh and I'm just waiting 'til the shine wears off

[Jay-Z]
Aha, I gotcha, uh...
With the same sword they knight you, they gon'
good night you with
Shit, that's only half if they like you
That ain't even the half what they might do
Don't believe me, ask Michael
See Martin, see Malcolm
See Biggie, see Pac, see success and its outcome
See Jesus, see Judas
See Caesar, see Brutus, see success is like suicide
Suicide, it's a suicide
If you succeed, prepare to be crucified
Media meddles, niggaz sue you, you settle
Every step you take, they remind you you're ghetto
So it's tough being Bobby Brown
To be Bobby then, you have to be Bobby now
And the question is, "Is to have had and lost
Better than not having at all?"
Because I'm...

Oh and I, just waiting 'til the shine wears off
Oh and I, just waiting 'til the shine wears off

Call Me Crazy – Ne-Yo (ft. Jay-Z) Lyrics

[Jay-Z]
And Ne-yo is like young Michael, I'm Quincy hoe
Now hear the flow that broke the Da Vinci code
I'm psycho
everything i wrote go
together so nice
like a wedding make you wanna throw rice
I'm schitzo
Koo-koo clock don't tick so
Write sometimes til the chicks go noodles
I got screws loose
I pull words out the air like bluetooth
I'm a sandwich short of a picnic
Ignorant thoughts come across you've sworn that i written this
But i didn't so maybe
It's good to be crazy
Isn't it baby

[NE-YO]
I wrote your name on my wall
3000 times last night
You were on my mind
That's what you do to me / That's what you do
That's what you do to me / That's what you

Then one by one I went down the line
Just repeating it
Cause it makes me smile
That's what you do to me / That's what you do
That's what you do to me / That's what you

Some say that it's
Just strange
To act that way
But they don't understand
No they don't get it
You're so magnetic
Though it's pathetic / To them I simply turn and say

[CHORUS]
Just call me crazy
Insane, deranged
It don't matter to me
Call it what you want to
I don't care
And it doesn't make a difference
Long as she's there
Just call me crazy
Lovin' you is crazy / Crazy is what I'll be
Ooooh crazy, ooooh crazy, ooooh / Just call me crazy

Lately it seems
Like every song I write is about you
Oooh, I love your style
That's what you do to me / That's what you do
That's what you do to me / That's what you do

And it just don't make no sense
How my swagger is crooked
If you ain't by my side
That's what you do to me / That's what you do
That's what you do to me / That's what you do
[repeat CHORUS]
I talk to your picture
Oooh, write your name in the mirror
Right after I love you down
I need you so much
Can't get enough

train- if its love

While everybody else is getting out of bed
I'm usually getting in it
I'm not in it to win it
And there's a thousand ways you can skin it
My feet have been on the floor
Flat like an idle singer
Remember winger
I digress
I confess you are the best thing in my life

But I'm afraid when I hear stories
About a husband and wife
There's no happy endings
No Henry Lee
But you are the greatest thing about me

[Chorus]
If It's Love
And we decide that it's forever
No one else could do it better
If it's love
And we're two birds of a feather
Then the rest is just whenever
And if I'm addicted to loving you
And you're addicted to my love too
We can be them two birds of a feather
That flock together
Love, love Got to have something to keep us together
Love, Love That's enough for me

Took a loan on a house I own
Can't be a queen bee without a bee throne
I wanna buy ya everything
Except cologne
'cause it's poison
We can travel to Spain where the rain falls
Mainly on the plain side and sing
'cause it is we can laugh we can sing
Have ten kids and give them everything
Hold our cell phones up in the air
And just be glad we made it here alive
On a spinning ball in the middle of space
I love you from your toes to your face

[Chorus]
You can move in
I won't ask where you've been
'cause everybody has a past
When we're older
We'll do it all over again
When everybody else is getting out of bed
I'm usually getting in it
I'm not in it to win it
I'm in it for you
If it's love
And we're two birds of a feather
Then the rest is just whenever

If it's love
And we decide that it's forever
No one else could do it better
And if I'm addicted to loving you
And you're addicted to my love too
We can be those two birds of a feather, that flock together.

Name: _____ Date: _____ Period: _____

Figurative Language

[illegible]

Name: _____ Date: _____ Period: _____

“Lyrically Figurative”

Directions: Using the given songs, identify the different types of figurative language present. Record the lyrics that fit the figurative language in the last box.

[illegible]

Name: _____ Date: _____ Period: _____

Creating Descriptive Language: Using the given images, create a sentence using figurative language.

1. Simile –

2. Metaphor –

3. Alliteration –

4. Personification –

5. Onomatopoeia –

6. Hyperbole –

On Your MP3:

Choose three of the above types of figurative language and find a song that's title is figurative language or has figurative language within its lyrics.

1. term: _____ : lyric/title: _____

2. term: _____ : lyric/title: _____

3. term: _____ : lyric/title: _____

Name: _____ Date: _____ Period: _____

Figurative Language Post Test

Directions: Match the following terms with their definitions on the right by writing the letter of the definition on the line. Provide an example **FOR EACH** type of figurative language

1. _____ Alliteration

Ex.

2. _____ Simile

Ex.

3. _____ Figurative Language

No Example.

4. _____ Metaphor

Ex.

5. _____ Onomatopoeia

Ex.

6. _____ Personification

Ex.

7. _____ Hyperbole

Ex.

A. Describing something by comparing it to something else, goes beyond literal meaning for new ideas or insights on subject.

B. Direct comparison between two unlike things, using like and as.

C. Implied comparison between two unlike things – sometimes using a form of a being verb.

D. Repeated consonant sounds occurring at the beginning of words or within words.

E. Gives qualities of a person to an animal, an object, or an idea.

F. Words to mimic sounds, appeal to sense of hearing and bring description to life.

G. Exaggerated statement used to heighten effect, emphasize a point.

Name: _____ Date: _____ Period: _____

Figurative Language Post Test

Directions: Match the following terms with their definitions on the right by writing the letter of the definition on the line. Provide an example **FOR EACH** type of figurative language

1. _____ Personification

Ex.

2. _____ Metaphor

Ex.

3. _____ Figurative Language

No Example.

4. _____ Simile

Ex.

5. _____ Hyperbole

Ex.

6. _____ Alliteration

Ex.

7. _____ Onomatopoeia

Ex.

A. Describing something by comparing it to something else, goes beyond literal meaning for new ideas or insights on subject.

B. Direct comparison between two unlike things, using like and as.

C. Implied comparison between two unlike things – sometimes using a form of a being verb.

D. Repeated consonant sounds occurring at the beginning of words or within words.

E. Gives qualities of a person to an animal, an object, or an idea.

F. Words to mimic sounds, appeal to sense of hearing and bring description to life.

G. Exaggerated statement used to heighten effect, emphasize a point.

Name: _____ Date: _____ Period: _____

Figurative Language Post Test

Directions: Match the following terms with their definitions on the right by writing the letter of the definition on the line. Provide an example **FOR EACH** type of figurative language

1. _____ Simile

Ex.

2. _____ Hyperbole

Ex.

3. _____ Figurative Language

No Example.

4. _____ Metaphor

Ex.

5. _____ Onomatopoeia

Ex.

6. _____ Alliteration

Ex.

7. _____ Personification

Ex.

A. Describing something by comparing it to something else, goes beyond literal meaning for new ideas or insights on subject.

B. Direct comparison between two unlike things, using like and as.

C. Implied comparison between two unlike things – sometimes using a form of a being verb.

D. Repeated consonant sounds occurring at the beginning of words or within words.

E. Gives qualities of a person to an animal, an object, or an idea.

F. Words to mimic sounds, appeal to sense of hearing and bring description to life.

G. Exaggerated statement used to heighten effect, emphasize a point.